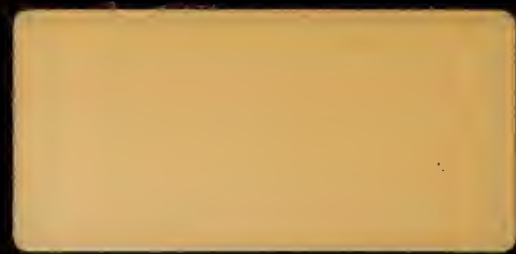


MASS.  
ED1.2:  
C38/  
WORC.ARTS.

UMASS/AMHERST



312066016681477



RECEIVED  
GOVERNMENT DOCUMENTS  
COLLECTION

JUN 08 1994

University of Massachusetts  
Depository Copy

# The Worcester Charter School of the Arts



## Application.

Submitted by its Founders:

Amy Matherly

Kathleen Gagne

Shirley Benjamin

Elizabeth Bacon

Judith M. Gates: Advisor

February 15, 1994

## Contact:

Elizabeth Bacon  
c/o The Performing Arts School  
of Worcester  
29 High Street  
Worcester, Massachusetts  
01608-1814

508-755-8246



## TABLE OF CONTENTS

<b>CHARTER APPLICATION: PART 1</b> . . . . .	1
1) Mission Statement . . . . .	1
2) School Objectives . . . . .	1
3) Statement of Need . . . . .	2
4) School Demographics . . . . .	3
5) Recruiting and Marketing Plan . . . . .	4
6) Admissions Policy . . . . .	5
7) Profile of Founding Coalition . . . . .	5
8) Timetable . . . . .	6
 <b>CHARTER APPLICATION: PART II</b> . . . . .	 7
9) Evidence of Support . . . . .	7
10) Educational Program . . . . .	8
11) Student Performance . . . . .	10
12) School Evaluation . . . . .	11
13) Human Resource Information . . . . .	12
14) School Governance . . . . .	13
15) Building Options . . . . .	14
 <b>CHARTER APPLICATION: PART III</b> . . . . .	 14
16) Code of Conduct . . . . .	14
 <b>ADDENDUM</b> . . . . .	 I
RESUMES . . . . .	II
INFORMATION ON THE PERFORMING ARTS SCHOOL OF WORCESTER . . . . .	III
LETTERS OF SUPPORT . . . . .	IV

## **CHARTER APPLICATION: PART 1**

### **1) Mission Statement**

Describe the core philosophy or underlying purpose of the proposed school.

The mission of the Worcester Charter School for the Arts is to create a community for learning that is based on habits of heart and mind which are: compassion, careful reflection, tolerance, mutuality, service and commitment, exploration, and informed personal choice. The tools used to create this community are: music, drama, visual art, dance and literature. These tools will be used in two ways: 1) to integrate the arts into all curriculum areas, and 2) to provide opportunities for individual performance in music, dance and drama and individual achievement in literature and visual art.

### **2) School Objectives**

**A) What are the school's broad academic objectives for student learning?**

The central objective of The Worcester Charter School for the Arts will be to exploit the power of its curriculum to optimize whatever potential intelligences children possess. The school will seek to provide each of its students with a foundation in basic skills which will lay the foundation for life-long learning. Through the process of nurturing discovery and through mastery of basic skills in the written and spoken word, mathematical and scientific thought, integrated with and supported by the arts, these goals will be realized. The arts provide a daily outlet for personal expression which teaches a sense of aesthetics and values curiosity and creativity. This school will seek to broaden the opportunities children have for understanding subject matter by drawing teachers together who believe in using music, dance, drama, visual art and literature as important vehicles for learning. The school will value multiple intelligences, build connections between disciplines and create a great sense of cognitive equity by making the arts a central part of the children's day.

**B) Describe any non-academic goals for student performance.**

The Worcester Charter School for the Arts will seek to instill in each of its students a strong sense of self worth and connection to the school community. Through the use of ample opportunities to share one's self to an increasingly broad cross section of our community and through the use of the habits of mind delineated in the mission statement, the school's faculty will model and mold successful opportunities for each student.

The school will expect that each student understand their commitment to the community and to their own learning. Each student will be expected to represent the school community to the best of their ability .

**C) What type of community environment do you hope to foster at your school?**

The community environment we hope to foster at our school will be based on compassion, careful reflection, tolerance, mutuality, service and commitment, exploration and informed personal choice. The community will be open, welcoming and ready to share what it does with all who ask. The community will see as its strength the wealth of diversity of which it will be comprised. Community and parent volunteers will be involved at every level.



### 3) Statement of Need

#### A) Why is there a need for this type of school?

Arts education is at risk. It is increasingly viewed as ancillary to real education and, consequently, funding has been depleted. Limited funds are available for artists-in-residence or performance programs, but such sporadic exposure to the arts is not enough. K-8 classroom teachers are not typically exposed to learning how to use the arts as tools. Further, public schools value conformity. Children are quickly separated as successful and non-successful. End results are valued rather than processes which lead to success. Graded groupings and test results are used to describe progress. Individuals are above average, average, or below average. Comparative labels are attached at a young age and remain throughout a student's school career. Children who learn that conformance is valued begin to dismiss their creativity, their questions, and their personal will to explore. Teachers who must judge by standard criteria also begin to see deviations from conformance as undesirable. Yet, we know that the underpinnings of great human achievement are creativity, the ability to explore all angles, and questioning why and why not.

There is a need for public schools which can structure themselves simply, focus on a range of human intelligences and accommodate and value different ways of knowing. There is a need in our society to value diversity, understand our increasingly complex neighborhoods and reach within ourselves to share our common humanity.

#### B) Explain why a charter school would help to effectively address this need.

Every individual can achieve personal excellence. The Worcester Charter School of the Arts is intended to provide an academic atmosphere for its students and a professional atmosphere for its faculty in which creativity and informed personal choice are valued and encouraged. Integrating the arts in every area of the curriculum and providing opportunities for individual performance in music, dance and drama and for individual achievement in literature and visual art will allow students and faculty to explore many possibilities for growth together. It will allow teachers to create an environment for children which is personal and rich with ideas.

Individuals involved in creative work come to know that the choices they make directly affect the results of their work. Creative work requires individuals to question, to analyze, to try, and to try again. Understanding and creating art demands the highest degree of personal and intellectual honesty. Art represents the human condition and attempts to explore serious and provoking questions human beings have about ourselves and our reasons for being. While such questions may be unanswerable, the quest to find answers is perennial and universal. Great art is ageless because it forces us to examine the similarities, polarities and incongruities of our world. It provides us with honest and, sometimes, enlightened appraisal of the human condition.

The arts celebrate and examine world cultures. Children struggle to find answers to questions about who they are, where they fit, what they believe, and why they are here. A school environment that encourages honest exploration of these basic questions through creative expression and personal choice will graduate children prepared to tackle such questions in their neighborhoods and workplaces.

Integrating the arts into every part of the school day gives the intelligences of each child means to examine their world from different angles while gaining aesthetic values and systematic ways of weighing and measuring universal ideas. Central to these views is the research of Howard Gardner at Harvard University who has documented the existence of seven different



intelligences and suggests the idea that there may be as many different intelligences as there are individuals alive on earth. Such philosophy breeds success. In fact it supports the common concept that states; if you believe you can succeed, you will.

A goal of the teachers at the Worcester Charter School of the Arts will be to create an atmosphere in which children build confidence, find self direction, and realize their potential for personal excellence. Based on the habits of heart and mind stated in the mission statement, the environment will shape the curriculum and define the community.

Central to this effort is ownership of a common philosophy among the people who will teach at the school. Honoring heart and mind provides a security that allows children and teachers the freedom to explore, discover, and experience themselves and their world. Valuing multiple and artistic intelligences increases the potential for learning and teaching. Connections must be built among disciplines, making the arts central to the school day which allows for a greater sense of cognitive equity.

Children will be taught the basic skills of reading, writing, mathematical and scientific thought and arithmetic and they will also be encouraged to pursue a topic of personal interest in depth. To accomplish these goals, the school will organize its curriculum thematically. Teachers sought for the school will be people with broad personal experiences whose enthusiasm for the arts is infectious and who have knowledge of child development. "The arts oriented approach to the basic curriculum integrates all aspects of the learning process in the development of the whole child. Feelings, senses and intuition as well as the intellectual and physical self are nurtured with particular emphasis on critical thinking, individual creative expression and social responsibility." R.M. Myers.

#### **4) School Demographics**

**A) Describe the area where the school will be located. If a facility has already been secured, please state so.**

The Worcester School for the Arts will be located in the city of Worcester. The Performing Arts School of Worcester (PASOW) owns the building at 29 High Street and has agreed to rent the building to the Charter School. High Street is in Worcester's immediate downtown area and is on the edge of the city's cultural district.

**B) Why was this location selected? Are other locations suitable to the needs and focus of the school?**

The building at 29 High Street is favored because it is home to PASOW which operates the Worcester Youth Ballet, the Worcester Youth Symphony Orchestra, The Kids' Philharmonic, WICN FM public radio station and the International Artist Series all of whom can provide collaborative programming in support of the school's mission. The building contains a black box theater, dance and practice studios, many pianos and classroom space.

The intent of this Charter School is to build an environment for children which is rich in the arts and to collaborate with PASOW in order to do this. This collaboration will best happen when purpose and space are shared.

**C) Describe any unique characteristics of the student population to be served.**

The student population in Worcester county is a unique mix of rural, urban and suburban residents. This mix includes all economic levels and several ethnic populations including Euro-American, African American, Hispanic and Oriental.



Such cultural, ethnic and economic diversity provides a wellspring from which the student population of the school will flourish. A list of the zip code statistics of current student enrollment at PASOW is in the Addendum. The location of the building puts the school within walking distance of families from disadvantaged neighborhoods close by.

D) What is the school's anticipated enrollment?

The anticipated enrollment is 105 students.

E) What grade levels will be served? How many students are expected to be in each grade or grouping?

Anticipated enrollment of 105 students is derived from the following classroom breakdowns and a cap of 15 students per classroom:

Kindergarten: Two classes of 15 students each.

The Primary Unit 1: Two classrooms of 15 students each for ages six and seven which is equivalent to First and Second Grades.

The Primary Unit 2: Two classrooms of 15 students each for ages eight and nine which is equivalent to Third and Fourth Grades.

The Middle Unit: One classroom of 15 students for ages ten and eleven which is equivalent to Fifth and Sixth Grades.

The Upper Unit: One classroom of 15 students ages twelve and thirteen which is equivalent to Seventh and Eighth grades.

#### 5) Recruiting and Marketing Plan

A) Demonstrate how you will publicize the school so you will attract a sufficient pool of applicants.

To attract a sufficient pool of students, the founders and the Board of Trustees will initiate a public information campaign to include three public information meetings: one for west and north Worcester County residents, one for east and south Worcester County residents, and one for central Worcester County residents. These meetings will be held at the school building. In addition, public information packages will be produced and provided to all local Boston metro media, including local cable access television stations. These information packages will include a mission statement, summary information about the curriculum, faculty, facility, transportation and other pertinent information including sample application materials.

B) Specifically, what type of outreach will be made to potential students and their families?

The three public information meetings will be the primary outreach vehicle for attracting students. The Director will also contact the community centers and churches in our building's neighborhood in order to set up information meetings there. We see this school as having the potential to build bridges through the language of self expression between the disadvantaged community nearby and Worcester County's larger cultural community. We will also ask the Worcester news media to report on our plans. The information package will be sent to all school districts in Worcester County. Anyone requesting information will be given the package and the school will always be open to visitors and guests by appointment.



## **6) Admissions Policy**

**A) Describe the admission methods and standards you will use to select students.**

The methods for admission to The Worcester Charter School for the Arts will be initiated by the family through a phone call or letter. A personal interview between the director and each interested student accompanied by his/her family will follow. During this time, the school's mission will be articulated, the curriculum will be explained, a tour of the building will be given and expectations for parental support discussed. The family will take home from this meeting a school brochure and application materials which will consist of a questionnaire about the child to be filled out by the family, a request to have records sent from the child's previous school, a recommendation form to be filled out by the child's current teacher and a written support agreement which must be signed by the family. This agreement will ask families to honor the relationship between teacher and family in support of their child's future and to put school first, directly after the needs of the family. Once the school is in operation, each applicant applying for space other than the Primary Unit will be required to spend a day at the school in an age appropriate classroom where the classroom teacher can assess the child's reading and mathematical skills. The purpose of these admission procedures will be to get to know each child as much as possible before he/she enters and to connect the family to the school and its expectations. The school will be filled on a first come first served basis with no class size to exceed fifteen students. Preference will be given to the children of faculty and staff and residents of Worcester County.

**B) Explain how these policies further the mission of the school in a non-discriminatory fashion.**

These admission policies further the mission of our school because they emphasize the importance of each individual's connection to the school community regardless of socioeconomic, ethnic or religious background. Each applicant will be given the information needed to decide if this is a community he wishes to join. Once the decision to join is made, his commitment is honored.

## **7) Profile of Founding Coalition**

**A) Describe the make-up of the group or partnership that is working together to apply for a charter.**

The partnership which is working together to apply for this charter is comprised of four founders and an advisor. Two of the founders are certified teachers, one in grades K-6, the other in grades 7-8. One founder is a violinist who is the Suzuki Program Coordinator and founder of the Kids' Philharmonic at The Performing Arts School of Worcester (PASOW). Another is a former dancer who has been the Executive Director of PASOW for the past ten years and is resigning in order to spend the majority of her time teaching dance. The advisor is an English educator who has been a teacher, school administrator, county and national school inspector and college lecturer in England and is due to receive her doctorate in "The Professional Development of Teachers" in June of 1994. She has had visiting scholar appointments at Harvard School of Education and Stanford University. All the members of this partnership are parents. The central organizer, Elizabeth Bacon, has experience starting a school. She was a founding teacher at The Mayer School in Ithaca, N.Y. (Please see full resumes in the Addendum.)



B) Discuss how this group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

The story of the formation of this group stretches back to the start of the Suzuki violin program at PASOW in 1989. The program was successful and deemed so vital by the parents involved that the school started to try to bring the program to a wider cross-section of the community by setting up similar ones in area public schools. This initial effort brought Amy Matherly, Elizabeth Bacon and Shirley Benjamin together around the important mission of bringing music and dance education into the public schools. Although under Shirley Benjamin's direction, PASOW now participates in many successful joint programs with various public schools in the area, the initial attempts hit snags and never got off the ground. Kathy Gagne joined the group after having worked at the Vermont Institute for Teaching the Arts and as a consultant to a collaborative project between Worcester Arts Magnet School and PASOW. Judith Gates was brought on after she, too, advised on the Worcester Arts Magnet School project. There was always something nagging at the backs of our heads as we tried to develop relationships with the public schools. We realized the great educational potential the arts have, yet all of our programs were outside of the children's day, extra, almost superfluous, not an integrated form of expression, a validated way of knowing.

C) Include any plans for further recruitment of founders or organizers of the school.

We have no plans for further recruitment of founders or organizers.

#### 8) Timetable

A) Discuss a timetable of events leading to the opening of a Charter School.

February 15, 1994: Submit Charter Application

March 15, 1994: Charter determination made  
Determine liaison to the State Department of Education and to Pioneer Institute's Charter School Resource Center.  
The founders will begin recruiting the rest of the faculty.  
We will visit St. Augustine's School for the Arts and The Lincoln Center Institute in Manhattan to ask for opinions on policy and structure.

April 15, 1994: Planning Committees of The Board of Trustees established consisting of all teachers, representative parents and a representative of the PASOW Board of Trustees who will meet weekly until school opens. Plans to be completed and approved by June 15, 1994.  
Curriculum: Faculty submit outlines for all to review.  
Lunch Program  
Building: inspections, handicapped access, parking.  
Purchasing: Grants are needed for all supplies. We will work with PASOW to apply for these.  
Professional Development/Evaluation Project  
Public Relations/Recruitment: Package developed.  
Contracts: Develop contracts with all employees and in collaboration with PASOW including transportation.  
Student Handbook: Code of Conduct finished, Handbook compiled and edited.  
Budget: Devise start-up budget covering the planning stage.  
Devise 5-year budget covering projected income and planned expenditures.

Governance Documents: Constitution, By-Laws, Incorporation Documents.

Accountability: School records, Annual Report, School accounting plan.

June 15, 1994: Student admissions process starts.  
Building is cleaned and readied.

August 1, 1994: All inspections complete.  
Faculty and staff in place.

August 29-  
September 2, 1994: Orientation week for the school community.  
Faculty and staff participate in welcoming parents and students.

September 6, 1994: First Day of School.

B) If preparing for a 1994 charter, demonstrate the feasibility of opening school doors this fall in the event of a legislative change.

The timetable of events leading to opening the Worcester Charter School of the Arts anticipates a September 1994 starting date. There is lots of work to be done, the most important of which is recruiting the faculty. However, the founders feel that because of the limited enrollment, the small scale of this project and the enthusiasm of the people involved, a September 1994 opening is possible.

#### **CHARTER APPLICATION: PART II**

##### **9) Evidence of Support**

A) Try to convey as clearly as possible the scope of the community backing for the proposed charter school.

The need for a school that builds a community around the resources that PASOW has to offer has been evident for many years. During PASOW's search for the best way in which to serve its community, it has often dreamed of the opportunity that this charter school project offers. The scope of support includes the Board of Trustees, faculty, and families of students and other members of the community who recognize the power of the arts to educate. Our progress to date in generating backing has centered on the PASOW Board of Trustees from whom we will rent the building. Their support has been most enthusiastic. The school will represent a real switch from the building's current use which now houses five other local non-profit arts organizations.

In the past few years support for the power of arts in education has risen dramatically. Howard Gardener's research into multiple intelligences sparked the Artistic Intelligences Conference held in Columbia, South Carolina in April of 1989 which concentrated on the role of the arts in education. Here in Massachusetts, an important collaborative has recently formed between WGBH, The New England Conservatory, The Boston Symphony Orchestra and the Boston Public Schools which is addressing the lack of arts-based experience available for our children and recognizes the power of arts education not only to help children discover themselves, but to create the audiences of the future.



B) In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders or others.

Please see the letters of support in the Addendum. Also we plan to write about our initiative in the PASOW newsletter, Footnotes, which is mailed to the entire community in early March and ask for ideas and support at that time.

#### 10) Educational Program

A) In detail describe the educational program of the school.

The educational program of the school will use the arts on two levels. First, all five arts disciplines will be integrated into classroom work at all ages. Second, the school will provide opportunities for individual performance in music and dance, and individual achievement in literature and visual art.

In order to best integrate the arts into the daily life of the classroom, the curriculum will be thematically based with the ideas for themes coming from the children in the early years, and becoming more teacher determined as the children develop. When the children reach the Middle Unit (10 and 11 year olds) and the Upper Unit (12 and 13 year olds), the themes will be broad and will alternate from year to year. An example might be a year spent studying the Ancient Greeks with all disciplines drawing from it and the next year switching to the Roman Empire, the important characteristics being the teacher's knowledge and enthusiasm for the subject matter and the local resources available. (e.g. The Worcester Art Museum has excellent collections of Greek and Roman artifacts.) The faculty will use this flow chart approach to plan a curriculum that is child centered, experiential and has as its aim that children learn how to learn.

1) Allow the children to determine the theme.

In the early years (Kindergarten and Primary Units 1 and 2), the themes will be suggested almost entirely by the children with the teachers being active listeners able to help identify themes which are broad enough to stretch the minds and hearts of each child.

2) Make a list of the resources and their uses.

This approach is based on the use of a "resource based environment" J.M. Gates. Outside the school doors, list the first-hand experiences available within our locality. Within the classroom, the following headings will be used: imaginative play, malleable and natural materials, construction materials, pictorial representation, toys, games, puzzles, craft and creative area, books/writing area, opportunities for physical movement.

3) List subject-specific concepts that can be acquired from a study of this particular theme. Be precise about developmental stage.

Examples of concept areas include geographic, historic, scientific, mathematic, and linguistic.

This process will be used to organize and focus the work that goes on inside the classroom. It is a process that honors the founding principals of the school and asks all involved, teachers and children to think about what they are doing.

The Upper Unit's thematic studies will be scheduled to accommodate students' special interests and to augment accomplishments in prior year curriculums. Each student will be responsible for the completion of one personal exhibition



at the end of each school year and will work closely with an advisor who has expertise in the area of choice. These students will also be required to complete two community service projects during each school year, the details of which will be worked out with their advisors. It is the goal of the Upper Unit to create an environment where adolescents can gain independence in a supportive environment which smooths the process of becoming human through room to debate and explore.

A Foreign Language Program will start in the Primary Unit with 30 minutes per week of games and immersion techniques and progress to an hour per week in the Middle Unit and two hours per week in the Upper Unit. The language studied will be French or Spanish depending on the quality of the teacher found.

Music will be integrated into the basic curriculum. The Music teacher will support the classroom teachers in this way whenever asked to do so. The specific music classes will be as follows:

Chorus: Each school day will begin with a 20-30 minute all school/all faculty chorus rehearsal.

Daily 40 Minute Music Classes: Two days a week there will be a music reading/music history class. The class will teach reading through Orff/Kodaly methods and music games such as those of Michiko Yurko. The class will familiarize students with various styles of music, the different instruments and the lives and music of various composers. Students will compose their own music. One day a week, there will be a Eurythmics, rhythm through movement, class for all levels taught by our dance teacher. Two days a week all students will participate in instrumental ensembles. Those offered will include; group recorder lessons, orchestra, band, Suzuki violin and cello groups. Pianists will be used in all of these groups.

Assemblies: One day a week, the students will experience a short musical, dance, theater performance or literary reading followed or preceded by a discussion. Guest artists will include the Performing Arts School Faculty, guests of the International Artists Series and the students themselves.

Dance will become one of the many threads woven into each child's experience of the world. Dance empowers as it incorporates all of the necessary elements of learning - self-awareness, awareness of others, awareness of the environment, and aesthetic awareness. This dance curriculum will begin a process that recognizes the components within the arts of space, time, and force which together open the door to technical achievements and appreciation of artistic accomplishments.

Primary Unit: 45 minutes per week. Dance experience and improvisation through creative movement activities with interdisciplinary crossovers in music, art and theater.

Middle Unit: 45 minutes per week. Dance structure and improvisation through classes in modern dance, choreographic and expressive techniques with crossovers in the language arts.

Upper Unit: 45 minutes per week. Dance reflections in the World through lessons in dance history, ethnic and folk classes with crossovers in history and geography.

Participation by all students will build an appreciation of dance. For those with special interest, there will be opportunities to explore movement as performance. The scope of the curriculum will develop an appreciation for dance which will help build knowledgeable audiences for future generations.



Visual Art at the school will include a 45 minute per week studio art class where children will learn the techniques for visual representation using the ideas of Mona Brooks and others. This will be a specific skill-based class that will give students the tools to express themselves visually. Art history will be a part of each classroom's theme using the ideas of Sue J. Massey and Diane W. Darst. The art teacher will be available to the classroom teachers for help with ideas and materials as will the music and dance teachers.

Theater arts will be done entirely within the classroom. One classroom teacher who has expertise and experience in this area will be the resource for the others.

**B) What is the basis for the teaching methods used?**

This school is being designed around the realization that children are thoughtful reasoners who need to develop procedural skills such as thought, study, and communication that make them independent learners. Children need to develop attitudes that enable them to be available for learning. The curriculum is the vehicle by which these how-to-learn skills are developed. We believe that the experiences gained through the arts are essential to developing positive attitudes for learning and the challenge and discipline inherent in them motivate the individual to reflect on himself and his society with tolerance and depth.

**C) Describe the school calendar and the hours of operation of the school.**

The school calendar will be the same as for the other public schools in the state with one hundred and eighty days in the school year. The hours of operation will be longer. The school day will start at 8:00 AM and continue until 3:30 PM. The kindergarten program will be half day, from 8:00 AM to 12:00 PM.

**11) Student Performance**

**A) Describe your proposed plan to assess student performance.**

Students will be assessed totally through the use of portfolios and teacher comments. Teacher comments will be sent home four times a year or every two and a half months. Portfolios will include work selected by the children themselves and work selected by their teachers and will be ongoing throughout their careers at the school. Teachers will use the portfolios as the major means of documenting student performance. All students will be responsible for research projects that will increase in scope as they progress. The projects of the youngest children will have significant guidance from their teachers as they are taught the processes needed. The evaluation of each research project will have a peer review component. Before graduation eighth graders will be responsible for completing a major interdisciplinary work in an area of personal interest.

This method of assessment puts great responsibility on the teacher's knowledge of child development and age appropriate skills. The class size will be small enough so that this will be possible. The school will use a continuum of key stages in each discipline which will act as a general guideline. The English National Curriculum will be used as a guideline in the development of these key stages.

**B) What remediation will be available for underperforming students?**

The school will employ a Special Education certified tutor preferably with a master's degree in counseling and family relations who will run a transition class of no more than six students. The intent of this class is transition oriented. The main purpose is to prepare the child to enter his regular



classroom with confidence. There will be a great deal of communication between the transition teacher and the child's regular teacher so that a child's time in the transition class will be as short as possible. The transition teacher will work full time addressing individual students' educational needs.

C) How will the development of skills be measured?

Skills will be measured through the use of the continuum developed for the school and the observations of the teachers. The emphasis of The Worcester Charter school of the Arts is to plan for the success of each child in our care and not to overemphasize testing in any way. Our belief is that through an environment based on the habits of heart and mind described in the mission statement, an atmosphere for learning will develop that will be highly contagious, challenging and fun. The continuum will provide a general guideline in the basic areas of reading, writing, mathematics, music and dance.

12) School Evaluation

A) What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

The role of the Board of Trustees will include ensuring that the school is vigorously pursuing the aims of its charter in areas of curriculum, student progress and faculty assessment and professional development. Teachers' professional portfolios and students' individual portfolios will be the primary source of such evaluations. In addition, external independent evaluation will be sought through visiting educators, community members and artists.

To maximize the potential for stimulating students and teachers toward personal excellence, the founders view the school as a unique learning laboratory. With the help of our advisor, Judith M. Gates, we will set up a Professional Development/Evaluation project in collaboration with an institute of higher education. The project will have two aims: 1) to assist the Board of Trustees in evaluating the teaching methods, student progress and administrative structure of the school over the five year initial charter period; and 2) to design individual professional development programs for our teachers that are specific to the needs of the school and which provide award-bearing elements such as graduate credits or teacher certification. Such collaboration will require that the collaborator perform independent research on all aspects of the school's operations.

Internal methods of self-assessment will begin in the classroom. Students and teachers will assemble individual portfolios. Individual portfolios are intended to represent process and progress of personal learning and achievement. Students, parents and teachers will work collaboratively to assemble student portfolios. Based on these portfolios, areas of concentration will be identified and a personal learning plan will be developed for each student with specific objectives based on broad goals. Individual learning plans will be reviewed on a regular basis and shared with parents and students.

A goal of The Worcester Charter School of the Arts is to ensure that faculty members also achieve personal excellence. Therefore, teachers will assemble personal professional portfolios to represent process and achievement. Such portfolios will include teaching methods, student work and professional development goals. Areas of concentration will be identified based on these portfolios. Collaborative planning and assessment among the faculty will be valued as highly as individual planning and assessment. Teachers will be encouraged to pursue areas of interest in educational concepts and methods as



well as areas of expertise.

**B)** How will the school establish regular dialogue with parents? With the community?

A monthly newsletter will be compiled and distributed to parents. The newsletter will be laid out and edited by the Upper Unit class and contributed to by everybody. All information about the goings on of the school will be included such as a monthly calendar of events, lunch information, local concert series, notes from individual teachers and students telling about school projects, lists of school needs and ways parents can participate, and student and faculty creative writing.

Each student will maintain a bound homework notebook in which they will do all work assigned to be done outside of school. This book will also serve as a communication vehicle for parents and teachers. Parents will be encouraged to communicate by writing notes and they will be answered daily by the teacher. This notebook will also serve as a natural record of the communication between parents and teacher in support of the child.

Regular information packages will be sent to local media detailing student and faculty achievements and announcing special events in coordination with PASOW. It is hoped that many of the students of the school will participate in The Worcester Youth Ballet or one of the youth orchestras operating at PASOW. The school will also use its front lobby to display student art works and class projects.

### **13) Human Resource Information**

**A)** How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials? What is the targeted staff size?

All of the current founders will be teaching in the school. Other teachers will be found through public posting of the positions needed. The posting will carry specific requirements and emphasize people with a strong interest in child development and direct experience in the arts. We will also contact similar organizations directly such as the WGBH Collaborative, St. Augustine's School and graduate schools with arts based education courses.

The success of any school is dependent on the quality of its faculty and staff. The teachers that our school will seek out will be individuals of great human qualities, people with the commitment necessary to ensure success in each child. They will be people who view learning as a life-long process and insist on the importance of exploration in their work. Most importantly, they will be people who are committed to using the arts as tools for self discovery and growth. All teachers must have a college degree, experience working with children, and be willing to participate in a certification process. The targeted staff size is eleven full time teachers, a director, and two part time teachers.

**B)** How will teachers and administrators be evaluated? How often?

Teachers will be evaluated based on their professional portfolios. These portfolios will reflect progress to date and particular achievements together with professional development goals. Because teachers will be encouraged to be as creative and dynamic as the children they teach, standard formats for evaluating progress are precluded. This will be a major component on the Professional Development/Evaluation project. All staff will be evaluated yearly. The emphasis will be on self-evaluation and collaboration honoring the commitment which faculty have made to the school.



C) Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefit packages, and staff development.

One of the most important aspects of this proposed school is its democratic nature. The goal is for all faculty to have ownership of the philosophy and mission of the school. Contracts will be made on a yearly basis, and benefit packages will be modeled on the ones now given to PASOW faculty. Staff development is an integral part of the rich environment this school will create. Salaries will comprise the majority of the total school budget.

#### 14) School Governance

A) Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.

One Director will oversee all administrative details of the school. All others will teach. To achieve the school's mission, it is important that decisions about curriculum, planning, and general governance lie with those who work with the children daily. The school will contract with PASOW's business manager to manage the school's finances.

B) How will the Board of Trustees be chosen?

The Board of Trustees will include all teachers, elected parents, and elected student representative from the Upper Unit, and a representative from the Board of Trustees at PASOW in order to ensure representation from all stake-holders in the school community.

C) Describe the roles and responsibilities of the board.

The Board of Trustees will ensure that the mission and goals of the charter are adhered to.

D) Describe the relationship of the board to teachers, administrators, students and families.

Central to the concept of this school is decision making power close to the children. The aim of this structure is flexibility in order to ensure a supportive, personalized environment for all members. Since the teachers have direct input in the running of the school facilitated by the director, it is our hope that the relationship be characterized by the habits of heart and mind stated in the mission.

E) Discuss the nature of parental and student involvement in decision making matters.

Parents and students will be represented on the Board of Trustees and will therefore be directly involved in all board decisions. Further, the children will be directly involved in decisions regarding their assessment. Such intimate cooperation in children's learning and school government is designed to bond the members of the school community into a cohesive group that shares ownership responsibilities as well as benefits.

F) Describe the nature and extent of community involvement in school activities.

Part of the potential power of the curriculum of our school rests in the fact that WICN radio and The International Artist Series have offices in the building. It is our great hope that the school will foster strong, mutually beneficial ties with these two important, community based, non-profit



institutions. Also, we plan to collaborate extensively on many levels with The Performing Arts School of Worcester which will continue to operate as it does now after school hours.

Worcester County residents are welcome to any performance or exhibition. Collaboration with arts centers in the community will create a public bond that will unite the Worcester County community with the goals of the school and will expand the school's opportunities for achieving its goals.

#### **15) Building Options**

##### **A) Describe your present options for a school building.**

The school will rent the building at 29 High Street in Worcester from the Performing Arts School of Worcester.

##### **B) Demonstrate how this site would be a suitable facility for the proposed school.**

This building has the essential space necessary for a serious school for the arts. It has dance studios, a black box theater, ample classroom space and space for a centrally located library and art studio. It is also located in Worcester's immediate downtown at the edge of a residential area which has seen much sadness, crime and violence in recent years. This location makes our school accessible not only to the community which already is served by PASOW, but to children who have never been able to participate in the opportunities PASOW provides.

The building also provides for fantastic opportunities for collaboration with PASOW's current programs and teaching staff. WICN, Worcester's public radio station broadcasts from the building and the International Artist Series, a non-profit concert series booking in Worcester's Mechanic's Hall has its offices on the first floor.

### **CHARTER APPLICATION: PART III**

#### **16) Code of Conduct**

##### **A) Discuss any rules or guidelines governing student behavior which will be incorporated into a student handbook.**

The behavior policy of the school will be designed to further recognize, promote, encourage and reinforce the positive aspects of the behavior of young children. The policy will concentrate on encouraging good behavior. A simple reward system which targets good work, effort and behavior will be developed. When problems arise, the disciplinary aim will be to separate the problem from the child.

The policy will be built around this list of children's rights.

- 1) Each child is entitled to feel safe and valued in school.
- 2) He/She has the right to learn free from fear or anxiety.
- 3) Each child has right of access to all curriculum subjects and is entitled to learn at a rate which he/she can cope with and which will stimulate him/her to reach for personal excellence.

The policy will further include this list of expectations and develop a detailed list of how they apply to each area of the school which will be

included in the school handbook.

The school expects each child to:

- 1) Arrive on time daily.
- 2) Move gently and quietly around school.
- 3) Be suitably dressed and prepared for learning.
- 4) Keep school and classrooms neat.
- 5) Greet and be greeted  
    Speak and be spoken to  
    Smile and relate  
    Communicate  
    (Use a person's name when greeting)

It matters:

What you say	What you do
How you say it	How you do it
When you say it	When you do it
Why you say it	Why you do it



## **ADDENDUM**

1982 - 1988 Area School Inspector  
Sunderland Local Education Authority, England

Sunderland L.E.A. comprises 110 primary (elementary) schools and 20 secondary schools.

Responsibilities:

- a) Overall review and development of the educational service (3-18) with particular emphasis on elementary education (3-11).
- b) School Inspections
- c) Appointments to teaching posts, including appointments to the role of principal.
- d) In-service training for qualified teachers.
- e) Management training for principals.
- f) School consultancy.
- g) Budget and staffing based on projected pupil numbers.
- h) Advice on design of school buildings.
- i) Curriculum design
- j) Coordination of team of school inspectors.

1976 - 1981 Elementary School Principal  
Cleveland Local Education Authority, England

Responsibilities:

- a) Responsibility for budget, stock and management of elementary school.
- b) Curriculum design, implementation and evaluation.
- c) Staff development.
- d) Parent and community relationships.



1966-1976 Elementary School Teacher  
Promoted from Scale 1 - Scale 4.  
Experience with children from 3 to 11 years of age.

#### QUALIFICATIONS:

1987 M. Ed.  
Sunderland University

1966 Teaching Certificate with Distinction  
Nevilles Cross College  
University of Durham

Qualified Counsellor

Currently studying for Ph. D. qualification.  
Subject of thesis: Professional Development of Teachers.

#### ADDITIONAL INFORMATION:

- 1.) In 1985 I was invited to join the national team (60 members) of Her Majesty's Inspectors in England. Family commitments at this time prevented me from accepting this appointment.
- 2.) For eight years I was invited by Her Majesty's Inspectors to contribute to national courses/training for school principals from throughout Europe on Elementary Education and School Management.
- 3.) Both local Education Authorities and individual schools throughout England have invited me to participate in a range of consultancy roles e.g. re-organization, curriculum development, staff training, etc.
- 4.) For eleven years I was a member of an industry/education management group. Liaison between I.C.I. (Imperial Chemical Industries) training managers and educational administrators and teachers led to management training from industry influencing school principals.

## PROFESSIONAL INTERESTS:

- 1.) Early Years Education (3-5)
- 2.) Elementary Education (5-11). I am familiar with the British National Curriculum including all aspects of Primary Education.
- 3.) Management training for school principals.
- 4.) The role of the external consultant in the development of schools, incorporating both professional and curriculum development.
- 5.) Action research strategies for teachers involved in analyzing and developing their professional practice.
- 6.) Curriculum design.

## RECENT PUBLICATIONS, CITATIONS AND PRESENTATIONS:

- October 1989     Education 3-13, Vol. 17, No. 3  
The National Curriculum and Good Infant Practice.  
Anning and Gates
- 1989             Writing to Grow: Keeping a Personal-Professional Journal  
Mary Louise Holly     Pub. Heinemann
- 1990             The First Years at School, Education 4 to 8  
Angela Anning     Pub. O.U.P.
- 1991             "A Cognitive Kaleidoscope: Young Children Learning how to Learn"  
Presentation at the Annual Conference of the American Association of Colleges of Teacher Education in Atlanta



**ELIZABETH ASHFORTH BACON**

64 Singletary Ave.  
Sutton, MA 01590  
(508) 865-1269

**FAMILY**

Married with three children.

**EDUCATION**

August 1979

**Master of Education - Elementary**  
Lesley College - Shady Hill School  
Cambridge, Massachusetts

May 1978

**Bachelor of Arts - Child Development**  
Connecticut College, New London, Connecticut

Massachusetts State Certification  
New York State Certification

**TEACHING EXPERIENCE**

Private Tutoring

September 1985-June 1986

I worked with two learning disabled children aged eight and nine at the request of their parents.

Fourth Grade

September 1983-June 1984

Bancroft School, Worcester, Massachusetts  
I continued work started there in 1979.

Early Childhood

September 1982-June 1983

The Mayer School, Ithaca, New York  
Head Teacher - Three, four and five year olds. Kindergarten only in the afternoons. Hosted a student teacher from SUNY - Cortland 10/82-12/82

Substitute Teaching

September 1981-June 1982

All school districts in Tompkins County, New York

Fourth Grade

September 1979-June 1981

Bancroft School, Worcester, Massachusetts  
Responsible for all areas of the curriculum. Developed a thematic, integrated curriculum called "The Plimoth Pilgrims".

K-1-2

Mixed Group

September 1978-January 1979

Shady Hill School, Cambridge, Massachusetts  
Daily apprenticeship teaching.

Fourth Grade

January-June 1979

Shady Hill School  
Daily apprenticeship teaching.

Athletics

September 1978-June 1979

Shady Hill School. Coached 7th, 8th and 9th grade Lacrosse, assisted 7th, 8th and 9th grade Field Hockey, 7th grade Basketball and 4th grade gym classes.

Shady Hill  
Summer Arts

June-August 1979 and 1980

Woodworking and Sports program. Worked with children aged 7-16 years old.

**PAID EXPERIENCE OTHER THAN TEACHING**

Director	April-August 1982 and 1983 Camp Fire Summer Day Camp. 62 children aged 6-12 years per each of 7 weeks. Staff of 18. 85-acre site next to the State Forest in Dryden, New York. Handicapped children included and mainstreamed. Responsibilities included all hiring, program development, staff development, budgeting and maintenance.
Camp Wediko	June-August 1978 Pioneer Counselor at a live-in camp for severely emotionally disturbed children.
Housefellow	September 1977-June 1978 Connecticut College. Liaison between a dorm of 98 undergraduates and the college administration.

**VOLUNTEER WORK EXPERIENCE WITH CHILDREN**

Sutton Jr. High Ecology Club	October 1992-Present Held after school two afternoons per month. Projects are in association with The Cedar Swamp Nature Trail.
Classroom Aide	September 1991-March 1992 Pickering County Junior School, Pickering, North Yorkshire, England One morning per week in a Year 3 (2nd grade) classroom.
Holmes Hall, The Connecticut College Program for Special Needs	September 1977-June 1978 Worked extensively with a two-year-old autistic girl and her family.
Quebec-Labrador Foundation	June-August 1973 Organized, set up and ran a day camp for the children of an isolated, fishing village on the northern coast of Newfoundland.

**VOLUNTEER WORK IN THE COMMUNITY RELATED TO EDUCATION**

Sutton School Committee	April 1986-1991 Chairman 1990-1991
Performing Arts School of Worcester	September 1990-Present Board of Directors, 1993 Nominating Committee, Chair
Massachusetts Audubon Environmental Action Network Sutton PTA Nature Trail Committee, Chair Sutton Historical Society	

**SPECIAL INTERESTS**

Children's Literature and Poetry  
Suzuki Violin and 'Cello, Educational Research, Theory and Practice, Ecology, 19th Century House Restoration, Cross-Country Skiing.

Field Hockey and Lacrosse: Captain of both teams in 1978, Lacrosse in 1977.  
Started the Connecticut College Women's Lacrosse Program in 1975.

References available upon request.



**AMY MATHERLY**

24 Maple Street  
Millbury, MA 01527  
508-865-9439

**EDUCATION**

1970-1974 North Shore High School, Glen Head, NY  
1974-1975 Cleveland Institute of Music, Cleveland, OH  
1975-1976 Boston University, Boston, MA  
1982-1984 Long Island University, Greenvale, NY  
B.A. Music Education and Violin Performance

**TEACHING EXPERIENCE**

9/89-present      **Performing Arts School of Worcester, Worcester, MA**  
  
Provide violin and viola instruction using both the Suzuki and traditional methods, organize workshops and concerts, and coordinate PASOW's Suzuki Program  
  
Founder and Conductor of Kids' Philharmonic, a training orchestra for young string students  
  
Recognized as Teacher of the Year for the 1990-1991 school year  
  
9/86-6/88          **Wantagh Public Schools, Wantagh, NY**  
  
Coordinated Elementary String Program, taught group lessons, conducted District Elementary Orchestra, taught K-3 classroom music  
  
7/84-6/86          **Freeport Public Schools, Freeport, NY**  
  
Recruited and taught 4<sup>th</sup> grade string students, taught group string lessons to grades 7 and 8, conducted Junior High School Orchestra  
  
Summer 85          **Florida West Coast Symphony Orchestra, Sarasota, FL**  
  
Taught private violin and viola to students in grades 4-12, directed Advanced String Ensemble  
  
9/82-6/84          **Friends Academy, Locust Valley, NY**  
  
Coordinated string program grades 4-12, conducted string orchestra and Upper School Chamber Music Ensemble

## PROFESSIONAL EXPERIENCE

Massapequa Symphony, Massapequa, NY

Island Chamber Symphony, Glen Head, NY

C. W. Post Orchestra, Greenvale, NY

Port Washington Chamber Orchestra, Port Washington, NY

Lothlorien Original Music Ensemble, Huntington, NY

Pro Arte Chamber Players, Port Washington, NY

Symphony Pro Musica, Hudson, MA



KATHLEEN M. GAGNE

11 Marsh Road, PO Box 101, Sutton, MA 01590 (508) 865-3250

## CHRONOLOGY OF PROFESSIONAL EXPERIENCE

### Substitute Teacher

Sutton High School, Sutton, MA: Current

### Associate Director

Vermont Institute for Teaching the Arts, Brattleboro, VT: 11/81 - 10/92

- Administrative, development, promotion, and recruitment responsibilities for the Vermont affiliate of the Lincoln Center teacher training institute.

### Registered Home Daycare Provider

Fairfax, VA; 7/89 - 4/91

- Infants through age 10.

### Writer/Public Affairs Coordinator

Armed Forces Communications and Electronics Association; Fairfax, VA; 7/87 - 7/89

- Media liaison and promotion writer for events, publications and symposia of international military/industry association. Brochures, newspapers, press releases, advertisements, direct mail. Public relations contact for former U.S. Army Chief of Staff. Engaged such speakers as U.S. Secretary of Defense for associations' major events.

### Editor, AFIPS Press

American Federation of Information Processing Societies; Reston, VA; 5/85 - 6/87

- Acquired, edited, produced, and marketed all AFIPS Press books. Established book distribution service. Contracted and supervised editorial, design, and production services.

### Editor, Freelance

Fairfax, VA; 4/84 - 5/85

Clients:

- American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA
- Auerbach Publishers Inc., Pennsauken, NJ
- Beers Associates Engineering, Reston, VA
- Blue Pencil Group, Inc., Reston, VA
- National Science Foundation, Washington D.C.
- U.S. Geological Survey, Reston, VA

### Editor

Auerbach Publishers, Inc.; Pennsauken, NJ; 4/83 - 4/84

- Substantive editing, rewriting, indexing, and manuscript acquisition.

### Account Representative

Media Consultants Newspapers Inc.; Toms River, NJ; 7/82 - 4/83

- Advertising sales.

Production Director

Interfield Publishing Co.; Boston, MA.

7/81 - 6/82

- Primary role in start-up operations of trade publishing company. Introduced monthly magazine and trade show in major electronics market.

Production Manager

Benwill Publishing Co.; Boston, MA: 5/78 - 7/81

- Managed production and scheduling of monthly magazine and related promotions. Advertising trafficking.

Report Editor

Cortell Assoc. Environmental Consultants; Waltham, MA: 2/77 - 1/78

Litigation Research Analyst

Sanders Associates Inc.; Nashua, NH; 6/76 - 1/77

SKILLS

Fiction and expository writing; management and supervision; substantive and copy editing; all facets publications production; fundraising and public relations; direct mail; word processing and networked data and graphics computer systems; basic calligraphy; moderate skill in American Sign Language; amateur photography.

EDUCATION/PROFESSIONAL CERTIFICATION/ADDITIONAL INFORMATION

- 1976, B.A. English, Anna Maria College, Paxton, MA
- Commonwealth of Massachusetts teacher certification; English 7-12
- Council Member, Sutton Cultural Arts Council, 1993-1994
- Board Member, Sutton Parent Teacher Association, 1993-1994
- Society of Children's Bookwriters and Illustrators
- Who's Who Among Students in American Colleges and Universities 1975-1976
- Tutored adult learners, 1975-1976
- Produced and directed several theater productions
- Excellent health; married; two children



INFORMATION ON THE PERFORMING ARTS SCHOOL OF WORCESTER

# Performing ARTS School

## OF WORCESTER

29 High Street, Worcester, Massachusetts 01608-1814, (508) 755-1111

### HISTORY AND OVERVIEW OF CURRENT PROGRAMS

Since its founding in 1970 as a private, non-profit member of the National Guild of Community Schools of the Arts, the Performing Arts School of Worcester has built a reputation for providing qualitative music and dance experiences to the Central New England populace. As all of our programs are open, without requirements, we meet the needs of pre-school youngsters, see school-age children through a developmental process from elementary level through high school, and welcome adults as new, continuing or returning students.

The School's goals, supported by the Board, administrative staff and faculty, are to emphasize not only the technical aspects of music and dance, but the larger and more subtle skills associated with developing music and dance acumen including discipline, concentration, self-confidence and creative thinking. Ensemble participation encourages group sensitivity, peer responsibility and a sense of concern for the community they live in.

A cohesive vision supported by our dedicated faculty and staff has enabled the School to realize its artistic objectives. The School's programs expand in scope each year. As an example, in a four year period, the Worcester Youth Orchestras tripled in size providing 100 young musicians ages 9-18 years opportunities to perform a classical repertoire under professional guidance. International exchange programs are another advantage open to our student body which include international tours and collaboration with like schools in Germany and Russia.

In 1991 the Worcester Youth Ballet embarked on an ambitious project in the production of the NUTCRACKER. This November the ballet was presented in its entirety, as the second phase of its five-year goal to present the first all-youth production of the NUTCRACKER. By 1996 the Worcester Youth Symphony Orchestra will add Tchaikovsky's familiar, yet complex instrumental accompaniment, continuing the Performing Arts School's exciting ability to provide opportunities unequalled in the area.

#### 1993 - 1994 BOARD OF DIRECTORS

Board Chair - Emily G. Holdstein    President - Rodney Ferris    Vice-President - Erika Wade  
Treasurer - Charles Arnold    Clerk - Michael L'Ecuier

#### TRUSTEES

Elizabeth Bacon    Sami Baghdady    Arlene Betteridge    Sylvia E. Dwyer    Esther Freeman    Stephen Fitch  
Helen Garcia    Rosalie Grenon    Deborah Harmon-Hines    Joyce Hokans    Paul Metzger    Cynthia McMillan  
Robert Oriol    Ronald Stafford    Irene Tsoules

#### HONORARY TRUSTEES

Karl Briel    John Cox    John Jeppson    Marianne Jeppson    Peter J. McMillan



# Performing ARTS School

OF WORCESTER

29 High Street, Worcester, Massachusetts 01608-1814, (508) 755-8246

Deeply ingrained in the School's mission is community outreach. The School has an established scholarship program open to any student in need of financial assistance. The School works collaboratively with neighborhood and social service agencies within Worcester, including Great Brook Valley, Centro Las Americas, and the Pernet Family Health Service. The School community reflects a multicultural population's interest in knowing about music and dance forms.

Collaborative projects with other arts agencies have been an important part of the creative process for our faculty. We have joint ongoing programs with the Worcester Art Museum, the Worcester County Music Association, Thayer Symphony Orchestra, and the Worcester Public Schools.

The Performing Arts School of Worcester's ability to provide consistent arts services of high quality to the Central New England community has been a product of excellent planning and a strong and involved Board of Directors. The Board had the foresight in 1978 to create an endowment which has been important in establishing the School's financial stability. In August of 1984, with the security of our endowment and financial support from local foundations, businesses and corporations, the Performing Arts School of Worcester purchased the Center for the Performing Arts which gives us a permanent facility in downtown Worcester, housing five other local non-profit arts organizations.

The School's financial profile shows 75% of our income derived from tuitions and endowments, with the remaining 25% contributed by foundations including the Greater Worcester Community Foundation, the Fuller, Stoddard, Alden, Hoche-Scofield Foundations; corporations such as Digital, MA Electric, Worcester Telegram and Gazette, Shawmut Bank and BASF; state and city program grants, as well as individuals from our Board and the general community.

The Performing Arts School of Worcester's ability to function and grow since its establishment in 1970 is a product of sound Board and administrative policies. Our track record shows commitment to the arts as an integral part of daily life for Central New England citizens; an ability to sustain our organization through varying economic conditions; and a sense of community responsibility in the creation of a facility which gives stability and credibility to our organization as well as five other non-profit arts organizations which together serve over a million people each year.

## 1993 - 1994 BOARD OF DIRECTORS

*Board Chair* - Emily G. Holdstein    *President* - Rodney Ferris    *Vice President* - Erika Wade  
*Treasurer* - Charles Arnold    *Chair* - Michael L'Ecuier

## TRUSTEES

Elizabeth Bacon    Sami Baghdady    Arlene Betteridge    Sylvia E. Bryce    Esther Freeman    Stephen Fitch  
Helen Garcia    Rosalie Grenon    Deborah Harmon-Hines    Joyce Bokans    Paul Metzger    Cynthia M. Mancini  
Robert Oriol    Ronald Stallford    Leone Tsoules

## HONORARY TRUSTEES

# Performing ARTS School

OF WORCESTER

29 High Street, Worcester, Massachusetts 01608-1814, 508/755-3111

## PERFORMING ARTS SCHOOL OF WORCESTER ZIP CODE STATISTICS OF STUDENT ENROLLMENT AS OF FEBRUARY 28, 1993

ZIP CODE	CITY	ZIP CODE	CITY
01005	Barre	01570	Dudley/Webster
01068	Oakham	01571	Dudley
01331	Athol	01581	Westboro
01430	Ashburnham	01583	West Boylston
01451	Harvard	01588	Whitinsville
01453	Leominster	01590	Sutton
01462	Lunenburg	01602	Worcester
01473	Westminster	01603	Worcester
01501	Auburn	01604	Worcester
01503	Berlin	01605	Worcester
01505	Boylston	01606	Worcester
01506	Brookfield	01607	Worcester
01507	Charlton	01608	Worcester
01516	East Douglas	01609	Worcester
01519	Grafton	01610	Worcester
01520	Holden	01611	Cherry Valley
01522	Jefferson	01612	Paxton
01523	Lancaster	01613	Worcester/GenDel
01524	Leicester	01701	Framingham
01527	Millbury/Sutton	01752	Marlboro
01535	N. Brookfield	01772	Southborough
01536	N. Grafton	02116	Boston
01542	Rochdale	02165	Newton
01543	Rutland	06277	Thompson, CT
01562	Spencer		
01564	Sterling		
01566	Sturbridge		

### 1993 - 1994 BOARD OF DIRECTORS

Board Chair - Emily G. Holdstein    President - Rodney Ferris    Vice President - Erika Wade  
Treasurer - Charles Arnold    Clerk - Michael L'Ecuver

### TRUSTEES

Elizabeth Bacon    Sami Baghdady    Arlene Betteridge    Sylvia E. Bryce    Esther Freeman    Stephen Fritch  
Helen Garcia    Rosalie Grenon    Deborah Harmon-Hines    Joyce Hokans    Paul Metzger    Cynthia McMullen  
Robert Oriol    Ronald Stafford    Irene Tsoules



LETTERS OF SUPPORT

# Performing ARTS School

OF WORCESTER

29 High Street, Worcester, Massachusetts 01608-1814, (508) 755-

Piedad F. Robertson  
Secretary of Education  
Room 1401 McCormack Building  
One Ashburton Place  
Boston, MA 02108

February 1, 1994

Dear Secretary Robertson:

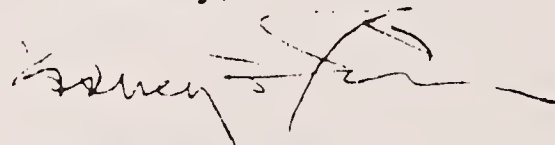
I am writing you in support of the Worcester Charter School of the Arts (WCSA) proposal being submitted by its founders: Amy Matherly, Kathleen Gagne and Elizabeth Bacon.

The Performing Arts School of Worcester (PASOW) is dedicated to "fostering the cultural enrichment of Central Massachusetts communities by nurturing creative talent in music and dance." The philosophy of WCSA is totally compatible with and augments the purpose of PASOW stated above.

Furthermore, the WCSA proposal explicitly states a philosophy that recognizes the value of the arts in enhancing the process of learning. Using the arts to facilitate the joy of life-long learning and to connect children to themselves and to the community is an exciting approach, one that has the potential of an educational breakthrough. This child-centered approach may serve to integrate the right and left sides of the brain so that a more holistic education becomes a reasonable expectation. What would be better than to use facilities and talent dedicated to the arts to create this?

The PASOW Board of Directors is very interested in finding a way to make this WCSA proposal a reality and are already working together to create a mutually-supportive arrangement. We are looking forward to learning more about how we can all work together for the benefit and joy of Worcester's children.

Sincerely,



Rodney J. Ferris  
President, Board of Trustees

## 1993 - 1994 BOARD OF DIRECTORS

*Board Chair* - Emily A. Holdstein    *President* - Rodney Ferris    *Vice President* - Erika Wade  
*Treasurer* - Charles Arnold    *Chief of Staff* - Michael L'Eauver

## TRUSTEES

Elizabeth Bacon	Samir Baghdady	Arlene Betteridge	Sylvia E. Bragg	Esther Freeman	Stephen Fritzen
Helen Garcia	Rosalie Grenon	Deborah Harmon-Bines	Joyce H. Johnson	Paul Metzger	Cynthia M. Muliken
Robert Oriol	Ronald Starnfield	Debra T. Toulson			

## HONORARY TRUSTEES



# Performing ARTS School

OF WORCESTER

29 High Street, Worcester, Massachusetts 01608-1814, (508) 755-8246

February 2, 1994

Piedad F. Robertson, Secretary of Education  
One Asburton Place  
Room 1401  
Boston, Massachusetts 02108

Dear Ms. Robertson:

Recently discussions have been underway concerning the possibility of the Performing Arts School of Worcester becoming a charter school. Frankly, at first I had no idea what that proposal meant; so I started asking questions within our own organization, and speaking to a few of my friends and family who are professional educators. The more I learn about the concept of charter schools the greater my excitement, and certainty that the Performing Arts School is an ideal candidate organization for you to consider

Charter schools are autonomous as I understand them, and therefore performance based entities. On that basis alone the Performing Arts School should catch your attention. We have been the standard of educational excellence in music and dance for much of central Massachusetts for over two decades, and benefit from strong ties to equally excellent providers of education in the visual arts and theatre. This "excellence" is apparent to anyone making even the most cursory of inquiries about the school; so I won't bore you with needless braggadocio concerning points that will become obvious to you as you look into the school. Suffice it to say, if you want to start a charter school in central Massachusetts, this is the place to do it.

## 1993 - 1994 BOARD OF DIRECTORS

Board Chair - Emily G. Holdstern    President - Rodney Ferris    Vice President - Erika Wade  
Treasurer - Charles Arnold    Clerk - Michael L'Ecuier

## TRUSTEES

Elizabeth Bacon	Samir Baghdady	Arlene Bethencourt	Sylvia E. Jayce	Esther Freeman	Stephen Frit
Helen Garcia	Rosalie Grenon	Deborah Harmon-Hines	Joyce Hokans	Paul Metzger	Cynthia M. Mc
		Robert Oriol	Ronald Stafford	Hene Tsoules	

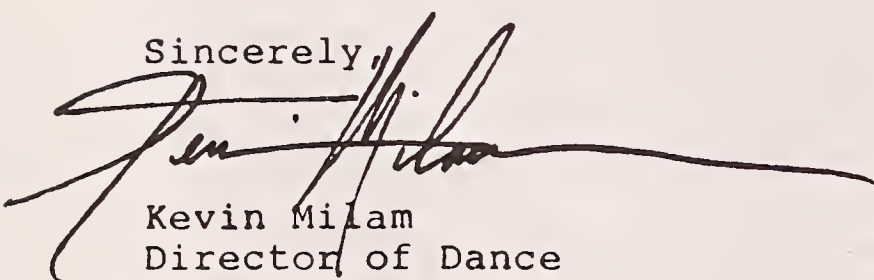
## HONORARY TRUSTEES

Charter schools have been described as "alternative education". I prefer to think of them as "enhanced education", especially in this case. As many times as I have lamented the dirth of daily programming in our school before 4:00 p. m., I have equal frustration over the lack of arts education in public schools. So many times my colleagues and I have gone into the public schools for various projects, and worked with children hungry for what we are able to give them, and what we are able to help them discover within themselves. Those projects are always well intentioned, and commendable for what they are, but they do not go far enough. The children get a taste of something really exciting, and then POOF - it's gone, until another such project comes along.

We are teachers Ms. Robertson. Our knowledge and experience is our legacy to the future, and to the children. There are children out there who need what they can only get through the Performing Arts School, and who will never reach their full potential academically unless their academic education is balanced by the ability to express themselves through the arts. We can never reach them all, but we can do a lot more - together. Ms. Robertson, I urge you to put a charter school in Worcester, and put it where it will be of the greatest benefit to the children of this area - The Performing Arts School of Worcester.

Thank you for your time and consideration. I wish you all the best in your endeavors.

Sincerely,



Kevin Milam  
Director of Dance



# Performing ARTS School

OF WORCESTER

29 High Street, Worcester, Massachusetts 01608-1814, (508) 755-8246

January 27, 1994

Secretary Piedad Robertson  
Executive Office of Education  
Charter Schools  
McCormack Building, Room 1401  
One Ashburton Place  
Boston, MA 02108

Dear Secretary Robertson:

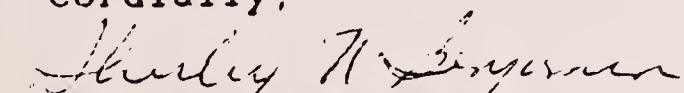
The Performing Arts School of Worcester has been an active member of the Central Massachusetts educational and cultural community for the past 25 years. Ten years ago we spearheaded the formation of the Center for the Performing Arts located in the downtown Federal Plaza district of Worcester.

This facility presently houses a group of non-profit arts organizations and is managed and owned by the Performing Arts School. As we move forward with changing times and needs the recent proposal by one of our Board Members, Elizabeth Bacon, for fuller use of our facility for a Charter School was favorably looked upon.

The collaboration between the Worcester Charter School of the Arts and the Performing Arts School of Worcester would offer a facility which is ready to receive the needs of a curriculum developed around the arts. Furthermore it opens the potential for collaborative projects and creative possibilities in shared faculty, programs and events.

I enthusiastically endorse and support the efforts of establishing the Worcester Charter School of the Arts and appreciate your consideration of this application.

Cordially,

  
Shirley N. Benjamin  
Executive Director

## 1993 - 1994 BOARD OF DIRECTORS

Board Chair - Emily G. Holdstein    President - Rodney Ferris    Vice President - Erika Wade  
Treasurer - Charles Arnold    Clerk - Michael L'Ecuver

## TRUSTEES

Elizabeth Bacon    Sami Baghdady    Arlene Betteridge    Sylvia E. Bryce    Esther Freeman    Stephen Fritch  
Helen Garcia    Rosahe Grenon    Deborah Harmon-Hines    Joyce Hukans    Paul Metzger    Cynthia McMullen  
Robert Oriol    Ronald Stafford    Irene Tsoules

## HONORARY TRUSTEES

27 Lake Street  
Shrewsbury, Ma 01545  
February 10, 1994

Piedad F. Robertson, Secretary of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

This letter comes to you in support of the application for a Charter School to be located in Worcester, Massachusetts, known as The Worcester Charter School of the Arts.

As a member of the performing arts community, I feel that there has been decreasing emphasis on the arts as a part of a child's development. This has resulted in fewer adults who are interested in or able to pursue either a career or an avocation in the arts.

The Worcester Charter School of the Arts will seek to develop the whole child with the very best that can be offered in basic skills as well as the very best in the arts. This can only lead to more rewarding life choices and interests as well as a rich contribution to our society.

It is hoped that you will give consideration and support to this unique idea for a facility here in central Massachusetts.

Sincerely,

A handwritten signature in cursive script, appearing to read "Joyce Hokans".

Joyce Hokans



Erika Wade  
4 Buckley Road  
Worcester, MA 01602  
(508) 757-3671

February 10, 1994

Piedad F. Robertson  
Secretary of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

Dear Ms. Robertson:

This letter is in support of the proposal for The Worcester Charter School of the Arts in Worcester, Massachusetts. My support comes from a personal belief that all the arts are the most powerful way to motivate children of different learning styles, and that arts based curriculums achieve more positive results.

Worcester is the second largest city in the state of Massachusetts, and is home to many different cultures. These are represented in our schools and it is important that all children learn about and respect these cultures and how to live together in our culture. The arts provide the best avenue to achieve this goal, and at the same time attaining higher academic excellence.

I am an artist, I am the Vice President of the Board of Directors of the Performing Arts School of Worcester, and I am an involved parent in a magnet school in Worcester. Having volunteered many hours to Worcester's community through the arts, I know a Charter School based on the arts would be a great opportunity for the students, parents, and teachers involved in the school. It would truly be a benefit to the Worcester community.

Sincerely,

A handwritten signature in cursive script that reads "Erika Wade".

Erika Wade

February 2, 1994

To the Massachusetts Department of Education:

For many years the arts have been getting short shrift in public educational systems nation-wide. Based on some misguided notion that the arts are frills and are therefore dispensible, arts programs have been cut back to deplorable levels or eliminated entirely. Instruction in the fine arts has the potential to encourage creativity, to allow children to explore or sample a wide range of musical and artistic endeavors and to discover talents within themselves. Such programs enhance self-esteem and add notions of beauty to childrens' everyday existance, in the process adding a new dimension or meaning to life. Children who are given the tools to discover their own creative or artistic ability will also have discovered that there is more to the world than money or getting more stuff or beating out the other guy. They may even learn who Raphael *really* was.

I fully support the creation of the Worcester Charter School of the Arts. Such an institution would be an inspiration to those school systems who have been unable or unwilling to incorporate the fine arts into their curriculums. I believe that the arts can and should be a daily part of public school, not shunted off to forty minutes once a week. Music and math are natural partners, as are art and history, architecture and science. I would applaud and support the establishment of the Worcester Charter School of the Arts where such pairings, and our childrens' minds, could be nurtured.

Nora Pat Small  
20 Welsh Rd.  
Sutton, MA 01590

7043 015





